DOCUMENT RESUME

ED 069 455 RC 006 588

AUTHOR	Arguello, John; Garcia, John F.
TITLE	Recommendation for Enhancing the Educational Process for Hispano Students in the Denver Public Schools.
INSTITUTION	Denver Public Schools, Colo.
PUB DATE	7 Jan 69
NOTE	19p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Activities; *Curriculum Development; Educational Finance; *Educational Programs; *Objectives; Parent Participation; Personnel Policy; Racial Integration; Reading Development; *Spanish Speaking
IDENTIFIERS	*Colorado

ABSTRACT

The Hispano comprises the largest ethnic group in Colorado; yet a large segment of the community remains in a state of gross poverty and low educational attainment. The most prominent contributing factor is the lack of salable skills and academic preparation needed in today's highly technological society. This document addresses itself to the educational problems. The general objectives which are realistic in terms of assisting the Hispano child to compete in his present school situation and in preparing him for future occupational and social endeavors are to (1) instill the desire to become a useful, contributing member of society; (2) develop an appreciation of the Hispano culture and heritage and for the American way of life; (3) develop acceptable standards of aspiration, self-respect, good mental health, and the powers of self-expression; (4) increase his ability and proficiency in the use of the English language; (5) develop his ability to work in the typical classroom and compete with his peers; and (6) correlate English and Spanish in all areas of the curriculum where it is feasible. Specific recommendations are made in the areas of integration, use of Title I funds, curriculum, oral language, reading and other academic areas, personnel, and parental involvement. (Author/NQ)

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MEMORANDUM

January 7, 1969

TO: Denver Public School Administration and
Denver Board of Education

FROM: Hispano Educators and interested lay citizens

SUBJECT: Recommendation for enhancing the educational process for Hispano students in the Denver Public Schools

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Enclosed you will find an objective document which is the result of collective thinking, compromise, and deep introspection by interested Hispano educators and lay people.

Because America accepts education as one of its major ideals, and because Hispano children do not seem to fare well in our present public school program, (as achievement and dropout statistics indicate) it becomes our duty as interested citizens to present our views to the Board. Hopefully, in the ensuing dialogue and proposed plan, better understanding of the Hispano child's inability to achieve and prosper in this universal institution can be identified, and the necessary steps taken to alter and correct the educational process to fit his needs.

People of good faith and who have concern for the plight of the Hispano school child believe that oppressive conditions that now exist can be alleviated and eventually eradicated through an appropriate and meaningful educational program. Because of well-documented historical happenings, the Hispano today finds himself in an ambivalent state with little or no direction as to how best control or shape his destiny.

Education can and must be the dominant vehicle in assisting the Hispano child in acquiring the necessary educational skills and proper perspective in order to become a useful, productive citizen in this 20th Century.

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INTRODUCTION

The Hispano in Colorado comprises the largest ethnic minority group in the state, yet very little attention has been given to his problems, and, much more specifically, to his educational problems. This document addresses itself to these particular problems.

It is inconceivable that a nation considered one of the most progressive and wealthiest in the world should have such a disproportionate number of poor and illiterate people in its midst. Illiteracy and poverty breed misery, poor health, discontent, hunger, immorality, and alienation.

Unfortunately a large segment of the Hispano community in Colorado finds itself in a state of gross poverty and low educational attainment. There are many contributing factors, the most prominent being the lack of salable skills and academic preparation needed in today's burgeoning and highly technological society.

In order for us to outline an educational program which will be effective and meaningful for the Hispano, it is imperative that we have a clear understanding of the basic objectives necessary for him to compete in the dominant society.

Following are the general objectives which are realistic in terms of assisting the Hispano child to compete in his present school situation, and in preparing him for future occupational and social endeavors.

General Objectives

1. To instill in the child the desire to become a useful, contributing member of society ~ ~
2. To develop an appreciation of the Hispano culture and heritage ~ ~
3. To develop an appreciation for the American way of life ~ ~
4. To develop acceptable standards or levels of aspiration, self-respect, and good mental health ~ ~
5. To develop the powers of self-expression which will inevitably lead to a new sense of accomplishment and contribute to the learning process ~ ~
6. To increase his ability to communicate in English and develop proficiency in language for everyday communication ~
7. To develop his ability to work in the typical classroom and compete successfully with his peers ~ ~
8. To correlate English and Spanish in all areas of the curriculum where it is feasible.

Please continue →

General Objectives

These general objectives in and of themselves do not give any direction to what we feel should be an effective educational program for the Hispano. Following are the specific recommendations. The need is first established; then the statement of objective is made; and finally the activities to accomplish the goal are outlined. We have detailed specific educational programs which we would like to see adopted to enhance the education of the Hispano children in our schools.

INTEGRATION

Integration, we feel, is a vital part of any quality education program. If a child is going to have all of the experiences necessary for him to compete effectively in this complex, middle-class-oriented society of ours, he must have the opportunity to come in daily contact with individuals of different ethnic backgrounds, economic levels, and religious beliefs. Desegregation in and of itself will not solve many of the problems confronting these children. If bringing children of different backgrounds together is going to be of any value, certain steps must be taken to insure that *true integration* actually occurs, and *that it is not just a mere movement of bodies.*

OBJECTIVE .. ..

To provide, as soon as possible, a systematic, well-planned integration process which takes into consideration all of the needs of children to be integrated.

ACTIVITIES TO ACCOMPLISH .. ..

- ✓ To make certain that receiving schools are cognizant of the NEEDS of children they are receiving ~ ~
- ✓ To provide PRESERVICE AND IN-SERVICE TRAINING FOR ALL STAFF of receiving schools, so that they have a good understanding of the Hispano culture, the history, and the socio-economic background of the children they are to receive ~ ~
- ✓ To make certain that, if BUSING is involved, YOUNGER CHILDREN DO NOT SPEND AN EXCESSIVE AMOUNT OF TIME RIDING ~ ~

Integration

- ✓ To take into consideration the importance of PARENTAL INVOLVEMENT in the entire school program, and to insure that provisions are made for their involvement in the new school setting ~ ~

- ✓ To take into consideration children's participation in EXTRACURRICULAR ACTIVITIES, and to make certain that each child has an opportunity to participate without any hardship to him ~ ~

- ✓ To make certain that children from the lower socioeconomic strata do not suffer UNDUE EMBARRASSMENT in the new school setting BECAUSE THEY DO NOT HAVE MONEY for fees, school lunches, or anything else which might tend to set them apart from the other children in the school.

USE OF TITLE I FUNDS IN SELECT TARGET SCHOOLS

It is well established throughout the nation that the most effective use of Title I funds occurs when funds are concentrated in areas with highest impaction of low-income children. Diverting these funds over a large number of schools has not only proven ineffective, but wasteful.

OBJECTIVE .. ..

To concentrate the majority of the Title I funds on the schools with the highest impaction of low-income children.

ACTIVITIES TO ACCOMPLISH .. ..

- ✓ To take at least one-half of the Title I funds each year and use them to DEVELOP QUALITY EDUCATIONAL PROGRAMS in eight target schools ~ ~
- ✓ To provide COMPREHENSIVE IN-SERVICE TRAINING FOR TEACHERS in the culture and history of the Hispano, and SENSITIVITY TRAINING to bring about better understanding of the child's total background ~ ~
- ✓ To develop quality educational programs in each of the schools selected, through the use of the SYSTEMS ANALYSIS APPROACH ~ ~
- ✓ To provide HISPANO AIDES for each teacher in grades K - 3, and one Hispano aide for every two teachers in grades 4 - 6, as well as COMMUNITY REPRESENTATIVES in high school and junior high school ~ ~
- ✓ To provide the MATERIALS AND EQUIPMENT necessary for every teacher to do an adequate job of providing for individual differences ~ ~

Use of Title I Funds

- ✓ To provide SUPPORTIVE SERVICES necessary to do a comprehensive job of assessing and prescribing for the needs of the children involved ~ ~

- ✓ To provide PREVOCATIONAL AND VOCATIONAL PROGRAMS for the children not planning to attend college. The Metro Youth Center concept could be followed ~ ~

- ✓ To provide QUALIFIED COUNSELORS for every elementary and secondary school with high impaction of low-income children ~ ~

- ✓ To provide for the SOCIAL AND CULTURAL DEVELOPMENT of the children in the schools selected, by providing field trips and music and art appreciation courses ~ ~

- ✓ To provide for all of the NEEDS of the children involved, such as health, food services, fees, work-study programs, and clothing ~ ~

- ✓ To develop a TEAM OF EXPERTS in the system to assist other teachers to understand better the culture and history of the Hispano, as well as to understand the Hispano child himself ~ ~

- ✓ To CONTINUE AND EXPAND THE YOUTH MOTIVATION CLUBS, in order to give students involved assistance in developing into better citizens of the school community, as well as enhancing their own self-image.

RELEVANT CURRICULUM

Teaching the disadvantaged Hispano child is a challenging task. Lack of experience-building circumstances which are generally prerequisites for success in the middle-class curriculum, penalizes the Hispano child from the moment he enters the public school. The attempt to mold the child into the present curriculum, with little consideration for all the shortcomings he manifests, can be largely remedied if teachers learn how to adapt the curriculum to the child's needs. Research has identified behavioral characteristics that teachers can learn to recognize, so that successful curriculum adaptation can be made when working with the Hispano child.

OBJECTIVE .. ..

To develop a curriculum which is relevant to the Hispano or any educationally disadvantaged child in our schools.

ACTIVITIES TO ACCOMPLISH .. ..

- ✓ To make provision for a COMPREHENSIVE ASSESSMENT OF STRENGTHS AND WEAKNESSES, and to prescribe accordingly for each child ~ ~

- ✓ To assign a TASK FORCE which will work toward identifying the differences in the language development of the Hispano and the Anglo child, and to develop a program that takes into consideration these differences ~ ~

- ✓ To provide for individual differences through the use of UNGRADED PROGRAMS at the primary level, and the LEARNING-CENTER CONCEPT at the intermediate and junior high level ~ ~

- ✓ To provide the MATERIALS AND EQUIPMENT necessary for individualizing instruction ~ ~
- ✓ To HUMANIZE AND SOCIALIZE THE CURRICULUM, in order that the child may better understand and interact more effectively with all individuals with whom he comes in contact ~ ~
- ✓ To provide, for those children with interest and ability in the SPANISH LANGUAGE, OPPORTUNITIES TO DEVELOP this talent to its fullest ~ ~
- ✓ To provide for PRESERVICE AND IN-SERVICE TRAINING OF TEACHERS, so they can put into use the revised curriculum ~ ~
- ✓ To provide for a SEQUENTIAL INTRODUCTION for all children TO the world of WORK, and to assist them in preparation for their chosen vocation, taking into consideration their capabilities.

ORAL LANGUAGE PROGRAM

AN ACADEMIC FOUNDATION
FOR FUTURE SUCCESS
IN READING AND OTHER ACADEMIC AREAS

There is a definite need to provide Hispano children who come from socioeconomically deprived homes with an effective oral language program which will provide the child with the necessary language experience as a foundation for successful reading readiness and actual reading performance. *And this should begin with early childhood education.*

OBJECTIVE . .

To place greater emphasis on oral language experiences, beginning in preschool, which make allowances for the individual differences that the Hispano child brings with him when he starts to school.

The total emphasis in preschool should be oral language. The skills to be mastered are *listening skills, speaking, awareness, enrichment activities, etc.*

A successful oral language program should provide these positive results: *Vocabulary-building, critical thinking, problem-solving, creative expression, appreciation of language, positive self-concept, and confidence to compete.*

ACTIVITIES TO ACCOMPLISH .

- ✓ The disadvantaged child must be given every possible OPPORTUNITY TO EXPRESS HIMSELF . .
- ✓ Activities that make the child SENSITIVE TO LISTENING, so that he can

acquire good listening skills ~ ~

✓ Activities and experiences that will give the child a SENSE OF AWARENESS and sensitivity to his surroundings. Some of these experiences could include field trips and films ~ ~

✓ Activities that are based on PROBLEM-SOLVING ~ ~

✓ Language activities that will give the child an OPPORTUNITY TO COMMUNICATE his feelings and emotions. He must learn to express his feelings orally as well as physically ~ ~

✓ Activities that will help the child DEVELOP the VOCABULARY needed for successful communication ~ ~

✓ Activities where BASIC LANGUAGE PATTERNS are developed. These patterns are a base in which related sentences form logical thinking and give the ability to form concepts ~ ~

✓ ACTIVITIES that are MANIPULATIVE AND CONCRETE in nature to develop the acquisition of faster conceptual skills.

S U C C E S S

IN READING AND OTHER ACADEMIC AREAS

We must develop a reading program which will meet the needs of the Hispano child, insure success, and promote motivation toward becoming academically oriented. A healthy self-image evolves from success and acceptance.

OBJECTIVE .. ..

To place emphasis on styles of learning and successful methods of teaching reading, which result in continual progress of the student. To introduce the various approaches to teachers of reading who are inclined to remain with outmoded and ineffective approaches.

ACTIVITIES TO ACCOMPLISH .. ..

- ✓ Frequent, constant, MEANINGFUL EXPERIENCES to aid concept-building and language growth, and which make reading material purposeful .~ ~
- ✓ DEEMPHASIZE the use of BASAL READERS and textbooks with which children do not find success. Replace classrooms with a variety of reading materials and aids ~ ~
- ✓ Develop SEQUENTIAL, MEANINGFUL TEACHING METHODS to assure more success in word attack, structural analysis, and comprehension ~ ~
- ✓ Acquaint teachers of reading with the various APPROACHES TO THE TEACHING OF READING such as:
  - . Language kits
  - . Linguistic materials
  - . English-as-a-Second Language materials
  - . Language-Experience approach to reading

. Machines (tach X, control reader)
. Individualized reading methods
. Other materials

✓ Remedial programs should utilize UNTRIED APPROACHES, instead of more emphasis on the basal reading program ~ ~

✓ RESEARCH TEAMS should be formed to determine the learning-style differences, if any, of the Hispano student, as compared to middle-class Anglos ~ ~

✓ Develop materials on LISTENING SKILLS, activities, and lessons ~ ~

✓ Less emphasis on grade-level testing from standardized tests until MORE REALISTIC TESTS can be developed ~ ~

✓ Convenient CENTERS TO perceptually HANDICAPPED children, emotionally disturbed children, and other special cases ~ ~

✓ REDUCE CLASS SIZE to a manageable number, along with the utilization of well-trained aides, which will allow for more effective, quality instruction, individual help, and ample time for children to complete a task. A nongraded program is recommended at the primary level ~ ~

✓ A comprehensive PROGRAM OF SENSITIVITY TRAINING FOR TEACHERS AND PERSONNEL working with Hispano students to set up realistic, successful goals, and to realize that a restricted informational background does not reflect innate mental deficiency of a child. Teacher expectation is a prime factor in the success of a child ~ ~

✓ Parent involvement to form SMALL STUDY GROUPS. Inform parents as to school programs, ways they can help, and

other aids which pertain to the success of the child ~ ~

✓ Make target-area school situations attractive enough, either financially or by eliminating pressures, to ENCOURAGE CAPABLE, QUALIFIED, DEDICATED TEACHERS to serve ~ ~

✓ EVALUATE PERSONNEL in target-area schools who are not working effectively to promote academic success in keeping with the child's expectancy. Replace these positions with experienced, successful people who show true dedication ~ ~

✓ Require COLLEGE OR IN-SERVICE CLASSES by teachers and coordinators to study current successful methods in the teaching of reading. Many teachers have not changed the approach to teaching reading for many years.

PERSONNEL

It is imperative that recruitment procedures and policies of the Denver Public School System be revised, in order to insure the selection of more competent and sensitive personnel to better fulfill the educational needs of Hispano children. Equally vital is that Hispano educators be given the opportunity to become an integral and dynamic force in our school system.

OBJECTIVES .. ..

To bring about a change in policy, and procedure of recruitment and hiring of Hispano and other personnel sensitive to the needs of Hispano children.

ACTIVITIES TO ACCOMPLISH .. ..

- ✓ The Administration of the Denver Public Schools should make a sincere commitment to HIRE MORE HISPANO EDUCATORS ~ ~
- ✓ HISPANO EDUCATORS, ADMINISTRATORS, AND TEACHERS should be included IN THE RECRUITMENT TEAMS ~ ~
- ✓ Provide INCENTIVES TO ENCOURAGE JOB APPLICANTS, such as remuneration for target-area assignments. Provide the opportunity for future growth and/or professional advancement ~ ~
- ✓ Establish BETTER LINE OF COMMUNICATION with area COLLEGE-PLACEMENT BUREAUS and other department heads ~ ~
- ✓ Place RECRUITING EMPHASIS on colleges and universities with HIGH CONCENTRATION OF HISPANO STUDENTS ~ ~
- ✓ The Denver Public Schools should CONTACT ALL OTHER SOURCES OF POSSIBLE TEACHER RECOMMENDATIONS, such as teachers'

✓ associations, state departments of education, teacher-placement bureaus (national and local) ~ ~

✓ HISPANO EDUCATORS should be placed in POSITIONS OF AUTHORITY where they will have an opportunity to participate in decision-making ~ ~

✓ The Denver Public Schools should further PROMOTE THE RECRUITMENT of other PERSONNEL who are SENSITIVE TO AND UNDERSTAND THE NEEDS of Hispano students ~ ~

✓ PLACEMENT:

- Great stress should be placed on the primary level.
- Prospective teachers should be given an indication of school-area placement.
- New teachers, out-of-state, and tenure teachers should be informed that intensive in-service training will be provided to acquaint them with the life-style and methodology which will reach the Hispano child if assignment is to a school which is highly Hispano-impacted.

PARENTAL INVOLVEMENT

The need for parental involvement in the education of Hispano students is imperative. In order to establish the positive attitude needed to succeed in school, and to develop continuity in the total educational experience of these children, the parents must be involved. The parents must not only understand and give support to the efforts of the school system to educate their children, but they must be helped to develop positive types of experiences which will enable them to provide incentive and motivation in their children to succeed and progress in school.

OBJECTIVE .. ..

To involve the parents of Hispano children in all school activities, be they educational, cultural, or social. This will aid these children in becoming more successful in their entire educational experience. A special effort should be made to make the Hispano parent welcome.

ACTIVITIES TO ACCOMPLISH .. ..

- ✓ Develop a SENSITIVITY OR CULTURAL-ORIENTATION PROGRAM FOR all SCHOOL PERSONNEL concerned with the Hispano ~ ~
- ✓ Continue ongoing PROGRAM OF TEACHER-PARENT CONFERENCES ~ ~
- ✓ Develop a liaison between school and home: A NEIGHBORHOOD AIDE ~ ~
- ✓ Conduct SCHOOL-COMMUNITY MEETINGS on a regular basis to discuss problems of general concern ~ ~

Parental Involvement

- ✓ Establish TEACHER HOME-VISITATION PLAN to create better teacher-parent relations ~ .
- ✓ Develop SOCIAL kinds of FUNCTIONS IN THE SCHOOL AND OUTSIDE THE SCHOOL, where school personnel, parents, and children come together in an informal manner ~ ~
- ✓ Make CURRICULUM RELEVANT to NEEDS OF COMMUNITY.